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IRI BACKGROUND FACTS

The Negro American

II. Desegregation in Education

UD 008 113

EQUAL EDUCATIONAL OPPORTUNITIES
PROGRAM COLLECTION

August 23, 1961

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

The following report summarizes the historical origins of segregation as well as the major developments in the progress of desegregation of public education. Reference should be made to the preceding report in the series, The Negro American, July 17, 1961, which provides a general historical review.

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THE NEGRO AMERICAN #2
DESEGREGATION IN EDUCATION

Public elementary and secondary education in the United States originated and continues as a function of local, county or state government with a national tradition of local autonomy. The measure of Federal participation in public elementary and secondary education

EDUCATION A STATE AND LOCAL FUNCTION

can be illustrated by the amount of financing from each of the various units of government. According to the last published report of the U.S. Office of Education, in 1957-58, the Federal government provided about $486 1/2 million or 4% of educational expenditures; the State governments, $4.8 billion or 39.6%; and local governments $6.5 billion or 54% with intermediate government and other sources supplying under $300 million or 2.4%. Hence school services and policies are primarily determined by state and local law and influenced by economic and social factors of the area.

Throughout most of the seventeen states which up to 1954 required racial segregation in public education (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia) and the District of Columbia, two and a half centuries of slavery and its bitter aftermath of civil war and impoverishment had left an emotional tradition and a deep pattern of racial inequality in economic,

social and political life which combined to make major obstacles to obstruct and delay desegregation. Of the four states which then permitted school segregation to some degree (Arizona, Kansas, New Mexico and Wyoming) only the first three actually had any segregated schools.

Of the four and one-half million Negroes in the U.S. at the end of the Civil War, only about 5% were literate although almost 11% had been free at the beginning of the conflict. This low literacy rate not only reflected the inferior social and economic status of the Negro prior to the Civil War but also the rudimentary education system throughout the plantation and sparsely populated rural areas of the South. In 1860 these seventeen states had no effective state-wide education system even for white children; in fact, the only states in the area which had authorized free schools for white children prior to 1860 were Delaware, Florida, Missouri, North Carolina and Virginia. Public schools existed in some cities in other states. While the children of the wealthy few could be tutored at home or sent away to private boarding schools, these states had shown little interest in free education even for the many white residents, and, prior to the Civil War, several of them in fear of insurrection had sought to prevent, not encourage, any education for Negroes. When the Civil War ended, however, the Federal government, and Northern religious and philanthropic groups promptly contributed money to establish schools and colleges for the

BEGINNINGS OF PUBLIC EDUCATION

Negroes. From 1865-1870, the Freedmen's Bureau established 4,239 schools with 9,307 teachers and 247,333 pupils. The Bureau was concerned solely with assisting the newly-freed Negroes; consequently, its schools were segregated from the beginning.

Such other public schools as then existed in the area were segregated in fact with less than a score of local and temporary exceptions.

SEGREGATION AND XIVth AMENDMENT COINCIDED

Within a year after the adoption of the XIVth Amendment in 1868 which provided that "no State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States nor shall any State deny to any person within its jurisdiction the equal protection of the laws", five Southern states enacted explicit compulsory school segregation laws.

Segregation in the public schools at that time was also practiced in many states in the North or West, with eight states having laws providing for separate schools and five others practicing segregation in public education in 1868. However by that date, 13 states either expressly forbade or did not authorize segregation of colored students. By 1896, at least three other non-Southern states either specifically outlawed segregation or had repealed previous requirements.

By 1870 the Negro literacy rate had risen to 20.1%, and whereas the school enrollment of Negro children in 1860 throughout the nation had been 1.9%, in 1870 it was 9.9%. Several colleges which were to contribute greatly to the American community were established at this time by the

Freedmen's Bureau in cooperation with private groups. These included Hampton Institute, Virginia, Fisk University in Nashville, Tennessee; Atlanta University, Georgia, and Howard University in Washington, D. C.

COLLEGES ESTABLISHED Under the 1862 Morrill Act, sixteen Land Grant Colleges were soon established to provide instruction in agriculture and industry, but only Alcorn University, Mississippi, Hampton Institute, Virginia, and Claflin, South Carolina, received income under that program to assist Negro youth directly.

The Second Morrill Act of 1890 prohibited the payment of funds to any state for the support of colleges which made a distinction by race or color in admissions, but permitted as compliance the maintenance of separate colleges. By 1900 all the Southern States accepted these terms by establishing separate schools although Tennessee did not establish its land grant college for Negroes until 1912. Elsewhere in this country the Morrill Act served to assure acceptance of Negroes in state colleges of high quality.

The Supreme Court decision of 1896, Plessy vs. Ferguson, held that

"SEPARATE BUT EQUAL" violate the XIII and XIV Amendments if the separate facilities were "equal" and thereby gave preliminary sanction to the "separate but equal" doctrine which was to be followed in the social life of the South for several generations.

The 1900 literacy rate of 55.5% for Negroes showed a remarkable increase from the 5% rate of 1865. School enrollment of Negro children,

5 to 19 years of age, reached 31.1%. The 99 Negro colleges had an enrollment of 2,624 and awarded 156 Bachelor of Arts degrees. However, the public school situation for both white and Negro children in the economically retarded South continued to lag behind the standards elsewhere. While the principle of universal education was stated in the post-Civil War constitutions of these states, by 1900 Kentucky was the only Southern state which had made school attendance compulsory, and less than 40% of all children of school age in the area attended school regularly. Only 10% of all students reached the fifth grade. In the rural areas, one room schools with combined grades were not uncommon for children of either race.

EDUCATIONAL SITUATION, 1900

As the low per capita income of the South in that period kept school capital investment as well as current expenditure at a minimum, private philanthropic groups provided a large part of the money for Negro education. The Julius Rosenwald Fund, begun in 1917, by 1930 had erected 5,357 school buildings with a capacity of 663,615, 25-40% of the children in the South. The Phelps-Stokes Fund, founded in 1909, contributed 36% of its income over a period of 35 years to further Negro education. Work relief and public works projects undertaken by the Federal government as recovery measures in the mid-Thirties provided many new facilities and the educational situation began to improve substantially by the Forties.

PHILANTHROPIC AID TO EDUCATION

By 1939-40, the length of the Negro school term had improved substantially above the 1929-30 figures, as had the salaries of Negro teachers.

The proportion of total attendance of Negroes in the high school grades rose from 2% in 1920 to 10% in 1940.

The increased utilization of Negroes in the war industries combined with the mass movement from the South to the North and West, and from rural areas to the large cities in the South changed the character of the problems and the progress of the Negro. The emergence of outstanding

NEGRO ADVANCEMENT AND CHANGE

Negro graduates in increasing numbers from major universities of the North and West as well as from Southern Negro colleges demonstrated the fallacy of allegations of inferiority and sharpened public awareness of the handicaps in educational opportunity which the vast majority were suffering. Booker T. Washington had pleaded for vocational education; George Washington Carver dramatized at Tuskegee what a Negro genius could contribute to the South and to the nation; the Niagara movement challenged public attention; the National Association for the Advancement of Colored People began its mission in 1909 and the National Urban League undertook its persistent efforts in 1910. Even with the major strides between 1886 and 1940, however, comparison with the position of the white population made Negro education appear clearly unequal as well as separate.

The first major breakthrough against segregation in education in the 17 state area came in the graduate and professional schools because the test of equality had not been fulfilled. In a series of decisions beginning in 1936, the Supreme Court gradually applied the "separate but

equal" doctrine to pave the way for the admission of some Negro students to formerly segregated universities and colleges in the South. This provided major impetus to a building program and substantial improvement of teaching staffs and facilities for Negro students at all levels.

GRADUATE AND PROFESSIONAL SCHOOLS OPENED

In 1936, in the case of Pearson vs. Murray, Donald Murray was ordered admitted to the University of Maryland Law School by the Supreme Court. The Court stated that tuition grants for study outside the state in lieu of attendance at white graduate schools within the state did not provide the required equality, and ordered Murray admitted to a hitherto all-white State institution.

The University of West Virginia graduate and professional schools accepted Negroes in 1938. In the same year in Gaines vs. Canada the Court declared that a state was bound to furnish equal facilities for Negroes and whites within its borders. In other words, "equality" required that the same educational opportunities be made available to all residents of a state.

1948 and 1949 brought Negroes into the Universities of Delaware, Arizona and Kentucky graduate and professional schools. Further defining the concept of equality, the Court in the 1948 Sipuel case said that the state must furnish equal facilities for all races at the same time, and as a result Mrs. Ada Lois Sipuel was admitted to the University of Oklahoma Law School.

Intangible criteria such as prestige and tradition as well as the tangible factors were considered by the Court in Sweatt vs. Painter (1950) in setting up strict standards of equality which, for all practical purposes, made the "separate but equal" doctrine increasingly ineffective as a barrier.

From 1950 to 1951, the Universities of Louisiana and Missouri, the University of Tennessee graduate and professional schools, and the University of Virginia Law School were opened to qualified Negroes.

Thus, even before the Supreme Court decision in the School Segregation Cases officially broke down the doctrine of "separate but equal," once-exclusively "white universities" in 12 of the 17 states already had Negro students in at least their graduate and professional schools. Remarkable progress was shown between 1900 and 1950 in Negro college enrollment. The number of students enrolled in Negro colleges

NEGROES IN COLLEGES: 1900-1950

increased over 28 times the number in 1900, while for all higher educational institutions regardless of race the increase was only 10.7 times. Negroes receiving Bachelor of Arts degrees increased from 156 in 1900 to 13,108 in 1950, or 84 times the 1900 figure whereas figures for all institutions of higher education showed an increase in BA degrees from 27,410 to 432,058, or 16 times the 1900 figure.

However, public school districts in only two of the 17 states - Friona in West Texas and Arden and Claymont districts in Delaware - had been desegregated by 1954. The large parochial school system in the

District of Columbia had also undertaken desegregation and was well on the way to total integration before the Court decision.

The 1954 Supreme Court decision in the School Segregation Cases signalled a significant turn in the course of Negro-white relations. On May 17, 1954, the Court declared compulsory racial segregation to be a denial of "equal protection" under the Fourteenth Amendment. "Separate educational facilities" were said to be "inherently unequal" and the opportunity for an education "where the State has undertaken to provide it, is a right which must be made available to all on equal terms." Recognizing that the new decision would create major problems in application, the Court asked the parties concerned to make recommendations prior to the issuance of specific orders.

"SEPARATE FACILITIES INHERENTLY UNEQUAL", 1954

On May 31, 1955, in the second Brown decision, the Court instructed the states that "all provisions of federal, state, or local law requiring or permitting such discrimination must yield to this principle." Providing that Federal District Courts should accept the problem of specific adjustment from a segregated to a non-discriminatory school system, the Court recognized that "Full implementation of these constitutional principles may require solution of varied local school problems." The states were directed to begin a "prompt and reasonable start toward full compliance with our (Supreme Court) May 17, 1954, ruling," and the District Courts were ordered to take such proceedings

IMPLEMENTATION "WITH ALL DELIBERATE SPEED", 1955

"as are necessary and proper to admit to public schools on a racially nondiscriminatory basis with all deliberate speed the parties to these cases." The Court further declared "that the vitality of these constitutional principles cannot be allowed to yield simply because of disagreement with them." Since this historic decision, progress in the South toward this goal of complete desegregation has been gradual but continuing. As of September, 1961, in forty-seven of the fifty states some or all school districts will be desegregated.

In 1953-54, of the almost 29 million children enrolled in the public schools of continental United States, 10,982,935, or 38.1% were in the schools of the 17 Southern States and the District of Columbia. The

THE SOUTH -- 1954

percentage of Negro children among the enrolled ranged from 5.7% to 55%, the average being 23.5%, compared with a probable average of 6.2% Negro in the states of the North and West, where statistics are usually not maintained in a racial basis.

In dealing with the problems of desegregation, states with the lowest percentage of nonwhite population have moved most swiftly and have been most successful. In 1950, the nonwhite population of Delaware, Kentucky, Maryland, Missouri, Oklahoma, Tennessee, Texas and West Virginia was less than 20%; the nonwhite population of Arkansas, Florida, North Carolina and Virginia was 20 to 30%; and the nonwhite population exceeded 30% in Alabama, Georgia, Louisiana, Mississippi and South Carolina. In only one of these latter five states (Louisiana) had any desegregation

been undertaken in the elementary or secondary schools by 1960-61 and there only on a token basis. In Georgia school desegregation begins in Atlanta in September, 1961.

MAJOR CITIES FIRST TO DESEGREGATE

Immediately following the 1954 Court decision, a group of major cities, mainly in the border states and in the areas of smaller Negro population, moved swiftly to desegregate: Baltimore, Washington, Wilmington, St. Louis and Kansas City. Although these cities had high Negro populations, the people were psychologically prepared for desegregation, and local officials were ready and able to coordinate the school plan. In previous years segregation had been breaking down in the other areas of community life and this experience now facilitated the change in the school situation. In three of these cities desegregation was accomplished without overt resistance, and in the other two with only brief demonstrations of localized protest.

School officials in the District of Columbia did not wait for the 1955 Court order before redistricting schools into neighborhood zones without regard to race, and unifying the formerly dual school system. Although public schools were completely segregated in June 1954, in September, 116 or 73% of the District schools had both white and Negro students, and 37 or 23% had both Negro and white teachers. By November 1955, 92,273 students, 87.37% of total enrollment, were attending 144 desegregated schools and the balance were in areas not biracial in population.

Washington, D. C., noted little increase in disciplinary problems for, as Superintendent of Schools Hansen commented in 1959, "The children do not so often now become involved in conflicts which have a racial characteristic or motivation." After a serious initial problem of adjustment which indicated that a lower level of accomplishment had been achieved in the theoretically "equal" Negro schools, integration has not caused any lowering in the level of achievement in the schools. Rather, tests have shown a slow but steady rise in the over-all averages.

According to the Southern School News, city-wide standardized testing of Washington elementary pupils showed continued gains in average achievement levels in 1959-60. Desegregation has also been accomplished in the teaching staff. As of 1960, out of 4,731 professional and administrative positions in the public schools, 3,004 or 63.5% were filled by Negroes, a percentage which approximates the population ratio in the municipal area.

Baltimore schools opened in September, 1954, with children of both races attending 49 of the 163 schools, representing 53.6% of the white enrollment and 6.9% of the Negro enrollment. Students were allowed to enroll in any school provided it was not overcrowded. According to the report, desegregation did not create any behavior, social or academic problems.

Wilmington, St. Louis, and Kansas City adopted more gradual desegregation plans. Wilmington, Delaware, contemplated a three year plan beginning with desegregation of 8 of the 14 elementary schools. By September 1956, only five of the city's elementary and secondary schools were all-white or all-Negro. St. Louis and Kansas City, Missouri, also adopted gradual plans of desegregation to be finished in both cities by September, 1955. Both reported successful completion of their plans without significant disturbance.

DESEGREGATION IN BORDER STATES

Within the next three or four years, several border states with a relatively small percentage of Negro residents desegregated promptly and without incident. West Virginia desegregated one-half of its biracial school districts in 1954, and in 1955 added 11 more counties. By the school year 1957-58, all West Virginia counties which had operated separate schools for Negroes and whites were desegregated wholly or in part.

Similarly, Missouri had eliminated 50% of its segregated school districts during the first year. By 1955, some 85% or 57,000 of a total of 67,000 Negro pupils were attending schools which had been desegregated. During 1956-57, only five high school districts in the state remained segregated, with less than 13% of the state's Negro students. Almost complete integration was attained by 1959 in Missouri with 95% of Negro students living in districts wholly or partially desegregated.

Oklahoma, although accustomed to segregation in other areas of community life, did not have the long tradition of discrimination of the Deep South. The Governor and other State officials took the lead in promoting school desegregation. In 1948 Negroes had been admitted to the University of Oklahoma. The academic year 1955-56 found 270 schools in 139 districts of Oklahoma integrated, while by 1956-57 the number had increased to 440 schools. In 1957-58 Oklahoma schools were 75% integrated. State officials reported that the elimination of dual systems resulted in substantial saving.

As previously mentioned, Baltimore schools successfully obeyed the 1954 Court decision in the first year. Other school desegregation throughout Maryland followed with only minor difficulties. In 1955-56 eight of the 23 remaining counties initiated non-discriminatory school practices, and in 1956 eleven more counties were added, all utilizing the transfer-upon-application method. Effective 1957-58, the last three Maryland counties adopted similar plans. By 1958-59, 30.5% of Negro children were enrolled in schools with whites.

The complying states had lower average Negro populations, more desegregation in other areas of community life, greater cooperation from state and local officials and, in general, a less rigid tradition of separation of the races than the few states which clung to the strict segregationist pattern. These states took no steps toward desegregation of the schools;

REACTION TO COURT ORDER

instead, they publicly sought and adopted measures to resist the Court order. Local officials were explicit in this opposition.

The Southern Manifesto, signed by 101 members of Congress including 19 of the 22 Senators from the former Confederate states, was issued on March 12, 1956. The Congressmen asserted that the 1954 Court order was an abuse of judicial authority and pledged that they would use all lawful means to bring about a reversal. Meanwhile several states asserted the doctrine of "interposition," claiming the right of a state to interpose its sovereignty to prevent action by the Federal government within its borders. This interpretation of States Rights' was formulated at about the same time as the rise of the White Citizens' Councils in the South, vehemently opposed to integration. These developments and several racial incidents reflected the intensity of resistance to the idea of desegregation.

The Autherine Lucy case was the dramatic peak of opposition to court-ordered integration prior to Little Rock. After years of delay, the Federal Court on Feb. 29, 1956, issued a final order that Miss Lucy be admitted to the state University at Montgomery, Alabama. After technical acceptance of her registration, Miss Lucy was harassed by a mob of students and out-of-town demonstrators and forced to flee under police protection. Later readmitted, she publicly asserted that the university officials had joined in an effort to exclude her. She was thereupon expelled for insubordination. This exercise of college discipline was appealed to the courts, which declined to interfere, holding it an administrative matter.

MISS LUCY AT UNIVERSITY OF ALABAMA

Contrasted with this incident was the successful integration of Louisville, Kentucky, schools in the same year. After careful and gradual planning and preparation of pupils, teachers and parents, the schools were integrated in the autumn of 1956. The first year 73.6% of the total school population was in biracial schools and five percent more in 1959. In 1960-61, 37,931 pupils were attending desegregated schools, and 191 teachers were serving on biracial faculties. The Louisville plan was one of "free choice", providing that, if parents did not approve of the student's assignment, they could request a transfer. In 1961, the Superintendent of Louisville schools reported, "The desegregation program continues to operate satisfactorily. In the main, we now have fewer tensions than we did in the beginning."

SUCCESSFUL INTEGRATION IN LOUISVILLE

School year 1957-58 brought desegregation to Greensboro, Charlotte and Winston-Salem, North Carolina, with little disturbance. Previously, (1955) the University of North Carolina had enrolled Negro undergraduates, the first "white" college in the South to do so.

NORTH CAROLINA

Tennessee showed some progress in 1957-58, although traces of its former difficulties still remained. In 1952 the University of Tennessee had admitted Negroes as did Scarritt College, Vanderbilt University and George Peabody Teacher's College soon afterwards. In September, 1954, Catholic parochial schools in Nashville were successfully desegregated.

TENNESSEE: DIFFICULTIES AND PROGRESS

Temporary racial difficulties were experienced in the Clinton, Tennessee, school desegregation in 1957. Public sentiment for law and

order was shown as pro-segregation candidates of the White Citizens' Council for Mayor and Town Council were defeated. Citizens rallied to keep the schools operating and preserve education in the town. In October, 1958, dynamiting of the local high school was repudiated throughout the South and stirred demands for Federal legislation.

Nashville, Tennessee, public schools began implementation of a grade-a-year desegregation plan beginning with the first grade in 1957. Although in the first year, desegregation was accompanied by some disorder in the following season 34 Negro first and second-graders entered the public schools without incident.

Facts of the 1957 Little Rock, Arkansas, disturbances have been widely publicized throughout the world. Considerable desegregation in other areas of community life such as bus transportation had been accomplished quietly in previous years. In fact the University of Arkansas had been desegregated voluntarily in January, 1948, and seven state colleges had adopted the policy of desegregation in the summer of 1955. In 1957, in accordance with a Federal Court order, the local school board drew up a plan to begin with the assignment of some Negro pupils to the "white" high schools. However, the Governor intervened on the eve of the desegregation purportedly to "prevent violence," and brought in National Guard troops to stop Negro students from entering the school. When ordered by the Federal Court to admit the pupils, troops were withdrawn and a mob

LITTLE ROCK

prevented the school from functioning. President Eisenhower promptly ordered the intervention of federal troops to restore order and enforce the Court's decree.

When the school board petitioned the Court for postponement of the desegregation because of violence and disruption of normal school operations, the Court rejected the petition with a historic declaration that "the Constitutional rights of school children not be discriminated against in school admission on grounds of race or color.... can neither be nullified openly and directly by state legislators or state executive or judicial officers, nor nullified indirectly by them through evasive schemes for segregation." They further stated that the program of school authorities must point toward completion of desegregation at the earliest possible date, and that state authorities are duty bound to bring "about the elimination of racial discrimination in the public school system." The pupils were accordingly readmitted and enabled to complete the school year while the federal troops maintained order.

"RECOURSE TO FORCE PROHIBITED"

Little Rock schools were later closed for one year under the impact of a state law adopted to block desegregation. In 1959 a Federal Court ruled that the state school-closing law was "clearly unconstitutional under the due process and equal protection clause of the Fourteenth Amendment and conferred no authority upon the Governor to close the public high schools in Little Rock." Public sentiment clearly supported their reopening in September, 1959.

Little Rock thus stands today not as a place where desegregation was defeated, but rather as a city where desegregation was undertaken and carried through successfully despite early vehement opposition by state

officials and violent demonstration by some elements. Three Negro students, including two who entered Central High during the 1957 crisis,

PROGRESS IN LITTLE ROCK

graduated from two integrated high schools in June, 1960. In September, 1961, Little Rock plans to take the next step in its gradual desegregation program: integration of the four junior-high schools and of the last all-white high school. Forty-eight Negroes have been assigned to the junior and senior high schools, 37 more than last year.

The violent demonstrations at the University of Alabama, Little Rock and New Orleans have been widely publicized. However, the Federal Courts have declared several times, including the second Brown decision, that desegregation "cannot be allowed to yield simply because of disagree-

DECLINE OF OPPOSITION

ment" with the Court's decision. Public opinion in the South has also become less adamant in opposition to integration. A Gallup Poll of January, 1961, found that 76% of Southerners questioned conceded that racial desegregation in schools and other public facilities would someday become a way of life. This can be compared with the figure of 53% in October, 1958, and 45% in August, 1957.

State legislatures have adopted numerous ingenious measures designed

STATE LEGISLATIVE ACTION

to protect the system of segregated schools. Many of these measures have been declared unconstitutional but others have been developed to replace them. Economic and social pressures and coercion have also been employed in some areas against desegregation.

Pupil placement laws have been adopted in many states, notably North Carolina and Virginia, to allow the school board to designate the school which a child must attend in accordance with specified criteria ostensibly other than race. The Supreme Court ruled, in Shuttlesworth vs. Birmingham (1958), that the school placement law of Alabama was not unconstitutional on its face, adding however that "we must presume that it will be.... administered ....without regard to race or color.... If not, in some future proceeding it is possible that it may be declared unconstitutional in its application."

"Massive resistance laws", originally adopted by several states to prevent desegregation altogether, provided for the closing of a public school where desegregation was ordered, but these were declared unconstitutional in Arkansas and Virginia in 1959. A Federal Court in Virginia held that a state which maintained a public school system violated the Fourteenth Amendment if it closed one school while keeping others open in order to avoid desegregation. The Supreme Court of Virginia also ruled that the key law violated a provision of the State Constitution. The Federal District Court in Arkansas in June, 1959, held a school closing law unconstitutional, and declared void an act providing for the transfer of public funds from closed schools to other schools attended by the students of the closed schools.

By closing public schools in three major Virginia centers for several months, state authorities had completely resisted desegregation until these 1959 decisions. With the fall of key provisions, Governor Almond

announced that there was no alternative to compliance with the Court decision, but that no child should be forced against his will to attend a desegregated school. The state thereupon abandoned the state-wide compulsory school attendance law, adopted local option laws leaving each locality free to choose between desegregation or closing its schools, provided public tuition grants for transfers to private schools, and allowed each locality to decide whether or not school attendance should be compulsory. Schools in Warren County, Charlottesville and Norfolk, which had been closed, were reopened in February, 1959, and desegregation was also begun in Arlington and Alexandria.

VIRGINIA, FALL 1961

Virginia suburbs of Washington, D. C., expect one of the largest numerical increases this Fall with 180 Negroes enrolled in Arlington and Fairfax County biracial schools, as compared with 71 in 1960-61. The Richmond News Leader reported on August 10, that in Virginia 67 schools will be integrated in the 1961 Autumn term as against 37 last year, and with 529 Negro students among 60,000 whites in desegregated schools as compared with 200 last year. Resistance has been continued, however, in Prince Edward County, Virginia, where public schools have been closed since 1959. Tuition grants plus public contributions have maintained a private school system for whites, while Negroes have refused to accept such funds or facilities. A test case is now pending before a Federal District Court concerning Prince Edward County which will decide whether a state has the obligation to provide public education facilities.

ENROLLMENT STATISTICS, SPRING 1961

According to the authoritative Southern School News, Spring 1961 found 213,532 Negroes in biracial schools throughout the South in 783 school districts or 28% of the region's 2,813 biracial districts. 30.2% of Negroes in the biracial school districts attended schools with white children in 1960-61. The 1960-61 figure represents an increase of 17,907 Negroes in biracial schools over the 1959-60 figures. Eight states and the District of Columbia report desegregation in teaching faculties. The region has 494,629 teachers, about 21% of whom are Negro.

In the field of higher education, 139 of 276 public institutions in the area were reported to have abandoned their policy of segregation. Of the 226 public colleges with all-white or predominantly white enrollments totalling 560,178 students, 124 will accept Negro students. Fifteen of the 50 once-all-Negro institutions with 56,559 students now have white students. One example is outstanding. West Virginia State College has been transformed from a all-Negro college into one with slightly more than half of its enrollees now white. About 65% of Negro college students attend Negro institutions where only 20 years ago more than 90% did.

1940-1956 COLLEGE ENROLLMENT COMPARED

No exact enrollment figures by race are available for the nation as a whole because most colleges no longer keep records by race or compile such statistics. However, an estimated 120,000 Negroes now attend public and private colleges, according to the Civil Rights Commission report of 1960. Ninety thousand are in the Southern states and District of Columbia; 5,000 of whom, in 1958, were attending

predominantly white institutions. In contrast, in 1940, 21,700 Negroes were enrolled in 36 Negro institutions chiefly in the South, and records of 8 nationally known predominantly white universities in the North and West showed only 1250 Negro enrollees. Even by that date many institutions maintained no records of race.

The opening of school year 1960-61 recorded no instances of violence, until the December court-ordered desegregation of two schools in New Orleans, La., was followed by picket line demonstrations, threats and disorder. While the state legislature enacted several measures to force these schools to shut down, their action was superseded by Federal District

NEW ORLEANS

Court orders. Except for two or three white pupils and the several Negro children, the two schools were vacated but continued to function. All other white children transferred to other schools nearby. However, additional desegregation is scheduled in September with applications of 66 Negroes on hand for admittance to the first grade of previously white schools.

Autumn, 1961, will introduce desegregation into at least 18 new districts, including Dallas and Galveston, Texas, and Atlanta, Georgia,

OUTLOOK FOR 1961-62 SCHOOL YEAR

and bringing the total number of desegregated districts to 793. The number of Negroes attending classes with whites will remain at about 7% of Negroes in the region's public schools.

Dallas plans to integrate the first grade in September, 1961, in accordance with a proposed 12 year grade-a-year plan. Prominent Dallas citizens have declared that they expect no trouble with the September opening of the schools, especially after a peaceful desegregation of a

large number of restaurants during the summer. Initial desegregation is also scheduled in Galveston, Texas. Roman Catholic parochial schools in the Houston-Galveston diocese will also be integrated at all levels in September, 1961.

Ten Negroes will be accepted in the 11th and 12th grades of Atlanta public high schools, the first such integration in Georgia. While brief disturbances accompanied the entry of two Negro students to the University of Georgia in January, 1961, the University stayed open and the Negro students were able to proceed with their studies. A third entered the University for the summer session without incident. Massive resistance laws were the major casualty of this experience, and Atlanta's desegregation was thereby facilitated.

Existing desegregation will be extended in several regions this Fall. The Negro enrollment in formerly white schools in Virginia will more than double in September. High schools in Richmond will be desegregated for the first time. Dade County (Miami) Florida will have ten new biracial schools this Fall, increasing the number of Negroes in biracial schools from 28 to about 250, and Escombia County (Pensacola) may begin initial desegregation. The extension of mixed classes to Little Rock, Arkansas, junior high schools has already been mentioned. Dollarway School District at Pine Bluff, Arkansas, will have two Negro second-graders in a predominantly white school. In Maryland, Montgomery County will close its last three all-Negro schools and assign pupils to biracial schools, increasing its biracial enrollment by 764 Negro students.

EXISTING DESEGREGATION EXTENDED, FALL 1961

A Federal Court in Delaware has approved a new desegregation plan allowing Negroes to enter white schools in September at all grade levels. Total desegregation is planned by 1970 under a new school code which would eliminate school districts which lack any one of grades 1-12, and thereby reduce the number of Delaware districts from 91 to 29.

Only the public schools of the states of Mississippi, South Carolina and Alabama will remain wholly segregated in September, 1961, as compared with 17 states and the District of Columbia eight years ago. Court action is pending in Mississippi on the admission of a Negro transfer student to the State University. According to the Southern School News, Negroes will attempt to register at public colleges in Alabama and South Carolina.

In institutions of higher learning, Negroes were admitted for the first time to summer sessions at the University of Miami, Wake Forest, St. Petersburg Junior College, Texas Tech, and the University of Tennessee's Martin Branch. This Fall, Mars Hill College, Duke University,

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and Davidson College, all in North Carolina, Georgia Tech and Oklahoma Christian College will desegregate. Two Negro students became the first of their race to receive Ph. D. degrees from the University of Kentucky in June, 1961. At the University of North Carolina, a Negro student has been chosen editor-in-chief of the Law Review, acknowledging him as a leading man in his class.

FEDERAL, PRIVATE AND GROUP INITIATIVE

Instances of private and group initiative as well as federal government action to maintain public education in compliance with the Court decision have been frequent. The Southern Education Reporting Service has objectively reported each step forward or backward. The United States Civil Rights Commission has contributed greatly to public awareness through its penetrating reports in the area since its establishment in 1957.

During the past year in the New Rochelle (N.Y.) case, a Federal Court placed on a northern school board the obligation of undoing segregation based on racial redistricting of school zones twenty years ago. New York public schools have made provisions for transporting students from overcrowded centers of minority residents to schools in "white" areas where space is available.

In the New Orleans case, the Attorney-General of the U.S. has taken steps to prevent nullification of constitutional principles by state or local action; to stop evasion of the Federal Court order to desegregate; and to assure protection to Negro children assigned to formerly white schools.

The American Federation of Teachers AFL-CIO has revoked the charters of local affiliates in the South which refuse to desegregate. Thirty-three educators from 8 Southern states warned that closing of public schools means the "collapse of our democratic society." The student legislative body of Duke University urged the admission of Negroes as students, and the Atlanta Bar Association voted to support the continuance of public schools under a plan permitting limited integration.

State legislatures in Missouri and West Virginia have removed racial designations from their school laws, recognizing desegregation as an accomplished fact. In 1960, for the first time Virginia's Pupil

STATE ENCOURAGEMENT

Placement Board voluntarily assigned Negroes to white schools, and the Attorney-General of Texas ruled that Houston schools would not lose state aid if they integrate under court order.

Some school systems have undertaken an affirmative approach to the Fourteenth Amendment. Certain school systems and community groups have begun projects designed to help minority-group children surmount the

AFFIRMATIVE APPROACH

economic, social and cultural barriers which have been a large factor in their unequal status. Where such programs have been in effect, marked improvement has been noted in scholastic achievement.

Recent remarks by prominent individuals point toward a successful solution of school integration. Henry E. Schultz, national chairman of the B'nai B'rith Anti-Defamation League which has vigorously championed desegregation, speaking at the West Virginia State commencement, commented that the Negro "is entering the last stages of the march toward legal opportunity and equality."

S. W. Foster, a law professor at the University of Wisconsin who had completed a two-year study of legal aspects of desegregation, said that he had noticed a new sense of the inevitability of desegregation coming to the South. "Two years ago, every white leader I met began the conversation by saying, 'I am a segregationist.' Now no one says that."

And the Tuskegee Institute Report of January 26, 1961, commented that "Race relations in the South came closer to a much needed base of respect for the individual and his rights in 1960 than in previous years. The principle of desegregation.... was unquestionably strengthened."

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APPENDIX A

NEGRO POPULATION OF 17 SOUTHERN STATES AND THE DISTRICT OF COLUMBIA: 1960.

	Negro Population	Percent of Total Population
United States	18,871,831	10.5
Alabama	980,271	30.0
Arkansas	388,787	21.8
Delaware	60,688	13.6
District of Columbia	411,737	53.9
Florida	880,186	17.8
Georgia	1,122,596	28.5
Kentucky	215,949	7.1
Louisiana	1,039,207	31.9
Maryland	518,410	16.7
Mississippi	915,743	42.0
Missouri	390,853	9.0
North Carolina	1,116,021	24.5
Oklahoma	153,084	6.6
South Carolina	829,291	34.8
Tennessee	586,876	16.5
Texas	1,187,125	12.4
Virginia	816,258	20.6
West Virginia	89,378	4.8

Source: U.S. Department of Commerce, 1960 Census Report.

APPENDIX B

PERCENT LITERATE IN THE POPULATION, 1870-1959.

Year	White	Nonwhite*
1959	98.4	92.5
1952	98.2	89.8
1940	98.0	88.5
1930	97.0	83.6
1920	96.0	77.0
1910	95.0	69.5
1900	93.8	55.5
1890	92.3	43.2
1880	90.6	30.0
1870	88.5	20.1

* Nonwhite is estimated by the Bureau of the Census to be composed of 95% Negro and 5% Indian, Japanese, Chinese and other nonwhite races.

Source: Bureau of the Census: Series H 374-382.

APPENDIX C

SCHOOL ENROLLMENT RATES, 1850 - 1960.*

Year	White	Nonwhite
1960	89.0	86.1
1956	87.8	82.9
1954	87.0	80.8
1950	79.3	74.8
1940	75.6	68.4
1930	71.2	60.3
1920	65.7	53.5
1910	61.3	44.8
1900	53.6	31.1
1890	57.9	32.9
1880	62.0	33.8
1870	54.4	9.9
1860	59.6	1.9
1850	56.2	1.8

* Rate per 100 population. Figures for 1890 and 1940-1960 refer to ages 5 to 19; 1850-1880 enrollment rates refer to all ages base to those 5 to 19; 1900-1930 figures refer to population ages 5 to 20.

Source: Bureau of the Census, Series H 374-382.

APPENDIX D

INCREASE IN AVERAGE ANNUAL SALARIES OF NEGRO AND WHITE TEACHERS IN 17 SOUTHERN STATES AND D. C., 1900-1958.

Year	White	Negro	Combined
1958			$3739 1/
1948	$2273	$1795	
1940	1011	560	
1930	901	423	
1920	600	310	
1910	350	175	
1900	175	105	

APPENDIX E

CURRENT EXPENDITURE PER PUPIL IN THE 17 SOUTHERN STATES AND THE DISTRICT OF COLUMBIA, 1900-1958

Year	White	Negro	Combined
1958			$237.99 1/
1954	$130.45 2/	$104.58 2/	
1948	134.49	74.65	
1940	58.69	18.32	
1930	49.30	15.41	
1920	27.00	8.00 (approx.)	
1910	9.00	3.00 (approx.)	
1900	4.50	1.50	

1/ Figure is for both whites and Negroes in 12 Southern States. Statistics by race have not been reported since the 1954 Court decision.

2/ Based on statistics for the states of North Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas and Louisiana

Source: Ambrose Caliver, "Fifty Years of Progress in Public Education," Pittsburg Courier Publishing Co., 1950.

APPENDIX F

STATUS OF SEGREGATION-DESEGRATION, 1960-61 IN 17 STATES AND DISTRICT OF COLUMBIA

	Enrollment			In Desegregated Districts		Negroes enrolled in Desegregated Schools
	Total	White	Negro	White	Negro	
Alabama	787,269	516,135	271,134	0	0	0
Arkansas	422,183	317,053	105,130	52,126	12,639	113
Delaware	81,603	66,630	14,973	47,932	8,628	6,783
District of Columbia	121,448	24,697	96,751	24,697	96,751	81,392
Florida	1,019,792	807,512	212,280	133,336	27,502	27
Georgia	921,632	626,377	295,255	0	0	0
Kentucky	635,432	593,494	41,938	445,000 *	32,000 *	16,329
Louisiana	693,202	422,181	271,021	37,490	51,113	1
Maryland	598,088	461,206	136,882	456,410	136,882	45,943
Mississippi	566,421	287,781	278,640	0	0	0
Missouri	842,000	758,000 *	84,000 *	not available	75,000 *	35,000
North Carolina	1,140,000	832,200	307,800	117,404	54,746	82
Oklahoma	545,000	504,125	40,875	266,405	30,725	9,806
South Carolina	612,894	354,227	258,667	0	0	0
Tennessee	828,000	675,648 *	152,352 *	130,953	21,881	376
Texas	2,129,540	1,840,987 *	288,553 *	800,000 *	85,000 *	3,500
Virginia	879,500	668,500 *	211,000 *	177,731	52,286	208
West Virginia	437,656	416,646	21,010	416,646	21,010	14,000
TOTAL	13,261,660	10,173,399	3,088,261	3,106,130 (excl.Missouri)	706,163	213,560

* Estimated

Source: Figures are from the Southern School News, June 1961 and are the most recent available, as revised from information collected by the Civil Rights Commission.